
SUBSTITUTE HOUSE BILL 1982

State of Washington

64th Legislature

2015 Regular Session

By House Higher Education (originally sponsored by Representatives Pollet, Walkinshaw, Gregerson, Carlyle, Tarleton, and Orwall)

READ FIRST TIME 02/20/15.

1 AN ACT Relating to enhancing student completion through advising,
2 mentoring, recapture initiatives, remedial programs, and accelerated
3 precollege instruction and creating the innovations for student
4 completion program; and adding new sections to chapter 28B.10 RCW.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28B.10
7 RCW to read as follows:

8 (1) The legislature finds that advising, mentoring, learning
9 skills, effective remedial writing and mathematics, recapture, and
10 service learning programs are essential to increasing the percentages
11 of students who enroll in higher education and who continue to
12 successfully complete degree or certificate programs. These programs
13 also help to improve the academic success of low performing, high-
14 risk students in K-12 and postsecondary education in addition to
15 other benefits. Institutions of higher education in Washington and
16 not-for-profit organizations that partner with the institutions, have
17 developed innovative programs that have proven to be highly
18 successful and cost-effective in each of these program areas. The
19 legislature intends to encourage the adoption of such innovative
20 programs at other institutions of higher education and to encourage
21 additional innovations.

1 (2) The legislature finds that advising programs at institutions
2 of higher education have been dramatically curtailed as state funding
3 support was reduced during the great recession. This funding
4 reduction harmed the ability of students to successfully complete
5 degree or certificate programs; reduced the ability of students to
6 enroll in courses necessary for timely completion; increased the
7 number of students who incurred debts, but were unable to complete
8 degree or certificate programs; and impacted students' abilities to
9 enroll in programs that they hoped to pursue.

10 (3) The legislature finds that mentoring programs, including
11 those that use student volunteers, service learning program enrolled
12 students, and partnerships with not-for-profit organizations, are
13 very successful at assisting K-12 students who have no immediate
14 family member who attended college, are English language learners, or
15 are minority and disadvantage youth, to apply and enroll, obtain
16 financial aid, and remain enrolled through completion of a degree or
17 certificate program. The legislature intends that each institution of
18 higher education will have appropriate mentoring and service learning
19 programs, in conjunction with increased advising, to improve
20 recruitment, enrollment, use of financial aid, and successful
21 completion of degrees or certificates. The legislature intends to
22 increase mentoring and service learning opportunities for K-12 and
23 postsecondary education students, especially those who are at risk of
24 not completing their programs of study.

25 (4) Among the successful innovative advising programs pioneered
26 at Washington institutions of higher education are programs referred
27 to as recapture. These programs use an advisor to contact students
28 who have completed a substantial portion of the requirements for a
29 degree or certificate program, but who dropped out and did not
30 complete their degree or certificate at another institution. The
31 institution the student dropped out of helps facilitate reenrollment
32 and program completion. Recapture programs are proven to be extremely
33 cost-effective while changing students' lives. A student who does not
34 complete his or her degree or certificate has incurred debt and lost
35 years without gaining the proven economic opportunity that comes from
36 attaining a degree or certificate. These programs assist students by
37 removing barriers to completing a degree or certificate. The
38 legislature intends that each institution of higher education should
39 have a program to recapture students. The legislature also intends
40 that each institution provide comprehensive advising services, which

1 include connecting students with needed resources, such as child
2 care, to keep students enrolled and on course to complete degrees and
3 certificates.

4 NEW SECTION. **Sec. 2.** A new section is added to chapter 28B.10
5 RCW to read as follows:

6 (1) Western Washington University shall host a statewide
7 consortium of public and private institutions of higher education
8 with the purpose of providing and increasing the number of campus-
9 based mentoring and service learning opportunities in K-12 education
10 and at eligible institutions as defined in RCW 28B.12.030. The
11 consortium shall develop and administer a state campus compact
12 between eligible institutions, and shall partner with nonprofit
13 organizations that provide mentoring services.

14 (2) The mentoring and service learning opportunities developed
15 under the state campus compact are intended to serve the following
16 target populations of students:

17 (a) For K-12 students, those who are at risk of dropping out of
18 school, not on track to complete their high school diploma on time,
19 from a low-income family, in or transitioning from foster care, or
20 from a family with no previous experience in attending college; and

21 (b) For postsecondary education students, those who are not on
22 track to complete their degree or certificate on time, enrolled in
23 one or more precollege level courses or programs, from a low-income
24 family, in or transitioning from foster care, from a family with no
25 previous experience in attending college, or veterans of the armed
26 services.

27 (3) The mentoring and service learning opportunities of the state
28 campus compact shall be designed to:

29 (a) Increase student engagement in learning and postsecondary
30 education;

31 (b) Develop workforce, financial literacy, and citizenship
32 skills;

33 (c) Improve student attitudes and behaviors; and

34 (d) Improve academic success and retention.

35 (4) The state campus compact shall address:

36 (a) Training and outreach to postsecondary students to serve as
37 mentors and increase the number and retention of participating
38 mentors;

39 (b) Coordination of service learning projects;

1 (c) Training for successful partnerships between institutions and
2 schools;

3 (d) Financial literacy training for mentors and mentees;

4 (e) Methods to improve the accountability of institutional
5 programs by compiling statewide data to measure the impact of
6 mentoring programs and implementing statewide assessment tools by
7 measuring:

8 (i) Academic improvement;

9 (ii) Retention and completion rates;

10 (iii) Access to institutions of higher education; and

11 (iv) Development of workforce and citizenship skills, attitudes,
12 and behaviors;

13 (f) Increased tutoring support for developmental education
14 students taking online mathematics courses; and

15 (g) Dissemination of best practices and impacts of mentoring
16 programs statewide.

17 (5) Community and technical colleges are authorized to make space
18 available to mentoring organizations, funded by public or private
19 sources, that have staff members who provide a continuity of advising
20 and mentoring for students. This advising and mentoring may include
21 encouraging and assisting high school students or adults to apply to
22 college, to apply for financial aid, and provide initial orientation
23 to campus and registration, with the provision of ongoing advising if
24 done in collaboration with the college's advising staff.

25 NEW SECTION. **Sec. 3.** A new section is added to chapter 28B.10
26 RCW to read as follows:

27 (1) The innovations for student completion program is
28 established. The purpose of the program is to determine whether
29 student support services, such as advising, mentoring, recapture, and
30 accelerated precollege instruction, boost student retention,
31 completion rates, and the number of degrees and certificates awarded
32 at institutions of higher education.

33 (2) The state board for community and technical colleges shall
34 administer the program for the state's community and technical
35 colleges. Each community and technical college shall have an
36 innovations for student completion program with the following
37 features:

1 (a) A proactive advising and mentoring system that is custom
2 designed to meet the needs of each college, but includes at a
3 minimum:

4 (i) Academic advisors assigned to students with required meetings
5 as necessary for each student;

6 (ii) A new student orientation or student success course, which
7 may be an intensive course before, or at the start of a student's
8 first quarter, or a quarter-long course, that provides students
9 enrolling in a degree or certificate program with information related
10 to student success, such as study skills, time management, financial
11 aid, remedial academic skill resources, financial and employment
12 counseling resources, and degree or certificate navigation
13 information;

14 (iii) Degree or certificate mapping and career counseling; and

15 (iv) An early alert component, to the extent funding is available
16 for the infrastructure or software, that connects both professional
17 and academic advisors with data, such as attendance, grades, and
18 other indicators of academic progress. The data should be used as a
19 signal to identify a student at risk of not completing a degree or
20 certificate so an advisor can intervene and contact the student. The
21 advisor shall provide information regarding resources that may assist
22 the student to remain enrolled and succeed in obtaining his or her
23 degree or certificate;

24 (b) A recapture program that contacts and helps students who
25 completed a substantial portion of their program's requirements, but
26 dropped out before graduating and did not complete their degree or
27 certificate at another institution, to reenter their program. The
28 community or technical college may determine priorities among former
29 students for this outreach and counseling effort. The community or
30 technical college shall provide counseling, access to higher
31 education system and community resources, assistance in accessing
32 financial aid or work study programs, and shall take innovative steps
33 to eliminate barriers for these students to help them reenroll in the
34 community or technical college and successfully complete a degree or
35 certificate;

36 (c) A mentoring program that partners underrepresented, low-
37 income students from the area middle and high schools with student
38 mentors from a community or technical college. In order to become a
39 community or technical college student mentor, the student must take

1 a course in mentorship to be offered by the college for academic
2 credit.

3 (3) The state board for community and technical colleges shall,
4 subject to appropriations provided for this purpose, administer a
5 competitive grant program for the community and technical colleges
6 that want to pursue innovative advising, mentoring, and service
7 learning programs. A community or technical college may engage in
8 more targeted or intensive student support service programs that
9 focus on elements of advising, mentoring, recapture, and learning
10 skills that go above and beyond the required elements of the
11 innovations for student completion program. Colleges may propose
12 innovative programs, or the adoption of programs pioneered at other
13 campuses, by submitting an application to the state board for
14 community and technical colleges to be considered for a competitive
15 grant.

16 (4) The state board for community and technical colleges shall,
17 subject to appropriations provided for this purpose, administer an
18 innovative grant program for community or technical colleges to
19 expand their integrated basic education and skills training program
20 to adult basic education and English as a second language students. A
21 community or technical college interested in expanding its integrated
22 basic education and skills training program may submit an application
23 to the state board for community and technical colleges, which shall
24 select candidates based on the number of applications and available
25 funding.

26 (5)(a) The baccalaureate institutions of higher education shall
27 each administer an innovations for student completion program on
28 their campuses, subject to appropriations provided for this purpose,
29 that has the following elements:

30 (i) A proactive advising and mentoring system that is custom
31 designed to meet the needs of each college, but includes at a
32 minimum:

33 (A) Academic advisors assigned to students with required meetings
34 as necessary for each student;

35 (B) A new student orientation or student success course that
36 provides information related to student success, such as study
37 skills, time management, financial aid, remedial academic skill
38 resources, financial and employment counseling resources, and degree
39 navigation information, for individual students who would benefit
40 from such programs as determined by the institution;

1 (C) Degree mapping and career counseling; and

2 (D) An early alert component, subject to appropriations provided
3 for this purpose, that uses infrastructure or software to connect
4 advisors with data, such as attendance, grades, and other indicators
5 of academic progress that can be used as a signal to then intervene
6 and connect with a student at risk of not completing;

7 (ii) A recapture program that contacts and helps students who
8 completed a substantial portion of their program's requirements, but
9 dropped out before graduating and did not complete their degree or
10 certificate at another institution, to reenter their program. The
11 baccalaureate institution of higher education may determine
12 priorities among former students for this outreach and counseling
13 effort. The baccalaureate institution of higher education shall
14 provide counseling, access to higher education system and community
15 resources, assistance in accessing financial aid or work study
16 programs, and shall take innovative steps to eliminate barriers for
17 these students to help them reenroll in the institution of higher
18 education and successfully complete a degree or certificate;

19 (iii) A mentoring program that partners underrepresented, low-
20 income students from the area middle and high schools with student
21 mentors from the baccalaureate institutions of higher education,
22 which may be designed and operated in conjunction with the state
23 campus compact under section 2 of this act. In order to become a
24 student mentor, the student must take a course in mentorship to be
25 offered by the baccalaureate institution of higher education for
26 academic credit.

27 (b) The student achievement council shall, subject to
28 appropriations provided for this purpose, administer a competitive
29 grant program for the baccalaureate institutions of higher education
30 that want to pursue innovative advising, mentoring, and service
31 learning programs. These institutions may engage in targeted or more
32 intensive student support service programs that focus on elements of
33 advising, mentoring, recapture, and learning skills that go above and
34 beyond the required elements of the innovations for student
35 completion program. These targeted or more intensive advising and
36 mentoring programs may include a focus on a group of students, such
37 as transfer students, underserved or first generation students,
38 students with disabilities, or veterans, or a specific program
39 element, such as career pathways or expanded tutoring options.
40 Eligible programs may include partnerships with nonprofit

1 organizations that train and supervise service learning students.
2 Priority shall be given to those working with communities or tribes
3 whose participation in higher education is underrepresented. If the
4 baccalaureate institutions of higher education decide to pursue a
5 more innovative student support program, they may submit an
6 application to the student achievement council to be considered for a
7 competitive grant.

8 (6) An attendance pilot project shall be established at a
9 community or technical college to be selected by the state board for
10 community and technical colleges, which shall be in addition to the
11 innovations for student completion program. The project shall require
12 the advisors of students who miss a number of classes without an
13 excused absence, which number shall be determined by the pilot
14 project college, to reach out to the students to determine why the
15 students have not been attending. The advisor shall provide guidance
16 and if need be, help the student find appropriate resources to assist
17 the student in successfully continuing his or her degree or
18 certificate program.

19 (7)(a) The state board for community and technical colleges and
20 the baccalaureate institutions of higher education, in consultation
21 with the student achievement council, shall conduct a rigorous
22 evaluation of the innovations for student completion program and
23 attendance pilot project after two years and four years of the
24 programs' inception. The evaluation shall include an assessment of
25 whether practices at some institutions are more successful than
26 others and whether those practices should be replicated by other
27 institutions.

28 (b) The evaluation results shall be submitted to the higher
29 education committees of the legislature by November 1, 2018, and by
30 November 1, 2020, in a report that includes recommendations for the
31 program. Outcomes measured in the report shall include, but not be
32 limited to:

- 33 (i) Retention and completion rates, including time to completion;
34 (ii) Number of degrees and certificates awarded;
35 (iii) Data regarding credits, such as the average number of
36 credits successfully completed, credits retaken due to failing
37 grades, and excess credits taken but not required to graduate;
38 (iv) Grade point averages; and

1 (v) Attendance rates.

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